**State Superintendent's Advisory Council
on 4-Year-Old Kindergarten and Community Approaches
"Forces for Four-Year-Olds"
Meeting Notes
October 23, 2018
9:30 am-12:30 pm
DPI Conference Room 349**

9:30-9:45: Welcome and introductions: Present/Phone

Member	Organization/Role	Present	Phone
Sheila J. Briggs	DPI	X	
Jenny Bibler	WI DPI/Sp. Education	X	
Keith Brownlow	WI Head Start Association	X	
Beth Graue	UW School of Education	X	
Roxanne Forrest	WCCA Director of Early Education	X	
Jill Hoiting	Supporting Families Together Association		X (first ½ of meeting)
Sherry W. Kimball	DPI		
Tamara Maxwell	DPI	X	
Jennie Mauer	DPI	X	
Jeanette Paulson	WECA		X (first ½ of meeting)
Suzette Preston	AWSA	X	
Amanda Reeve	DCF	X	
Cathy Stachura	WCCA		
Sherry Stuart	DCF	X	
Michael Thompson	DPI	X (first ½ of meeting)	
Barb Tengesdal	Head Start		
Jennifer Trudell	Good Shepard Preschool	X	
Krissy Washington	AGR Program Coordinator Milwaukee	X	

9:45-10:45: Council purpose and focus
- Advisory Council Role
    - *The State Superintendent's Advisory Council on 4-Year-Old Kindergarten and Community Approaches advises the state superintendent on new and continuing issues regarding the establishment and sustenance of four-year-old kindergarten in communities throughout the state, including community-based approaches that blend public and private funding to make 4K accessible to all children and their families.*
    - *Advisory council members share information, identify issues and resources, recommend policies, and respond to proposals that strengthen 4K partnerships at the state and community levels.*

- Educational Equity: A Foundation Lens
  - DPI Education Equity Statement: *Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.*
  - DPI has created the Equity Decision and Policy Tool: Reflections on the context of your work
    - DCF – managers have taken the Implicit Bias training. They are currently using this tool as trainings are created/creates similar messages between DCF and partnering agencies.
    - Based on data- which groups of learners have not accessed our work.
      - Big difference between 4K enrollment and Kindergarten enrollment. What does the data say about being in 4K? May be an ACCESS issue.
      - English Language Learners in 4K. Resources are limited. Are children and educators getting the needed support? What does this look like across the state?
      - Positive Change: Milwaukee looking as suspension data. New policies to reduce suspension have been working; however has placed new challenges on teachers. Important to make sure children and teachers are getting what they need. There is more intentionality in assuring teachers are getting needed support.
      - Change in policies – How does this really help? This seems to only be half way right and half way helpful.
    - Equity for teachers – Where is it? What is it-especially across early childhood systems/4K community approaches?
- Direction for future recommendations-*See Future Directions Summary Worksheet Below*
  - Guiding questions:
    - What is going well/what is a success/celebration related to 4K/4KCA?
    - What is ONE area of needed support or concern?
  - Pair share-out to council members

10:45-11:00 Break/networking

11:00-11:45: 2016 State Superintendent's Advisory Council on 4-Year-Old Kindergarten and Community Approaches "Forces for Four-Year-Olds" council recommendations:
- Review and progress: See Advisory Council PowerPoint Presentation
  - Relevance
  - Connections to future direction guiding questions
  - Additional thoughts/updates/changes?

11:45-12:15: Prioritize/identify council focus
- Reviewed Future Direction Worksheet
- Potential Advisory Membership Needs:
  - Higher Education
  - DPI Teacher Licensing
  - Tribal Nation
  - Principals/Elementary Schools
  - Social and emotional/mental health (ex. nature education)
  - Parents
  - Statewide representation of 4K administrators
  - Title 1 representation

12:15-12:30 Wrap-Up and adjourn
- Next Steps: Themes from worksheet will be identified (See below)
    - Council Members will be invited to be on small workgroups
    - Workgroups will focus on identified themes: Guiding Questions for all themes
        - What is needed?
        - What questions do we have?
        - What already exists?
        - Next steps?
- Future Meetings: Two/Three times per year
    - Dates to be identified for 2019
    - Guest Speakers (as identified by Advisory Group)
        - Potential Topics:
            - Early Childhood Longitudinal Data System (ECIDS)

Future Direction: Worksheet

Strength/Going Well	Concerns/Areas Of Need
4KCA has improved child care and strengthened the community for all children.	- Many children are not accessing it; also a lack of wrap care - We want the kids in the classroom, but there aren't enough supports. - Increase in children with special needs; speech, cognitive, large and fine motor issues. Lots of interventions in place. - Not enough services for English Language Learners. Have interpreter, but no educational services. - Need mental health consultation in 4K to support tier 3 kids (Pyramid and Response to Intervention-RtI)
YoungStar ratings have improved for *group providers*	Youngstar ratings have *not increased for family child care*

There are many districts who are including 4k and 4KCA in their systematic planning • Including other district supports; psych, social. • Access to high quality professional development • Appleton has evidence of improvement with Pyramid Model	Retaining Staff: • Not enough funding • Turnover in child care and at school • Transition from training/teacher prep into the classroom is difficult. • Low community provider salary and benefits. This year Appleton lost 14 of 36 teachers. Qualified Staff: • New teachers don't know how to scaffold during play-implement effective developmentally appropriate practices • Need to do professional development together: 4k, head start, and child care
Family Engagement: • More guiding tools/information from DCF, Head Start and DPI	• Not a lot of family engagement after the transition to the school district—need to transition the family together • Lack of understand that family engagement is a process • Inconsistencies related to district 4K Parent Outreach Activities • Minimal resources for supporting families from diverse backgrounds.
Lots of data collected	• How do we analyze, share, and tell the story of our students • Statewide data focuses on demographic information • Reading Readiness Assessments-Local District Data • Different Data systems/requirements across systems • Minimal guidance on effectively using data to improve practice.

Themes:

1. Discussion: Full day 4K (note these also carry over to current 4K programs)
> Capacity Needs
> Capacity of qualified staff
> Need for community connections/guidance

2. Data Discussions:
> What exists?
> How does the state use it?
> How is the state supporting districts with using data?
> What do we need?

3. Qualified Staff: (teachers, administrators, coordinators, specialty educators, etc.)
      Increase capacity
      Increase retention
      Professional development/coaching needs
      Resource allocations

4. Promoting Meaningful Family Engagement
      Consistent and effective structures across systems